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will remain for an instructional staff of the store organization, meeting the workers at the less busy hours of the day.

An appendix gives, besides a list of basic statistical studies not reproduced in the report, some suggestive outlines developed by the educational departments of great stores, and suggested titles for a store library.

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*Americanization.*—One of the most important tasks of our democracy is the assimilation and Americanization of its heterogenous racial elements. The effective performance of this task is necessary if America is to retain those ideals of democracy which have characterized her in the past.

The recent war has given great momentum to the Americanization movement. Federal, state, and municipal, as well as numerous philanthropic and industrial, organizations are now actively interested. The present problem is to plan wisely and organize efficiently.

In this work of Americanization, which is in the broad sense almost entirely educational, the teacher is of first importance. Normal schools, boards of education, and others who are planning to train teachers for such work will welcome a recent book<sup>1</sup> by Peter Roberts, and a bulletin<sup>2</sup> of the Bureau of Education which bear directly on this problem.

The book by Mr. Roberts is a concrete, suggestive treatment of the general problem of Americanization. It is designed to aid those who give all of their time, or only a part as in evening schools, to the work of Americanization. "It emphasizes the heritage that is ours, submits a program and plan of operation, outlines how men and women may be trained to do the work, and points to the goal which all Americanization workers should keep in mind."

Chapter i, "What is Americanization?", defines Americanism in terms of the two fundamental documents—the Constitution and the Declaration of Independence—and shows how the ideas therein expressed have been the foundation for our national life. Americanization is bringing the foreigner to understand and accept those ideas. Chapters ii and iii emphasize the need of thoroughly understanding determining racial factors. It is pointed out that the Americanization worker must have not only genuine faith in American democracy, but also a genuinely sympathetic faith in the immigrant. Chapter ii describes more particularly the work of the Americanization director, and chapter iii the approach to the foreigner. A specific Americanization program is presented, the following phases of which are discussed in separate chapters: "Teaching English," "Naturalization," "Lectures and Entertainment," "Recreational Activities," and "Advisory Councils." Different plans of organization for the work are described and the "Goal of Americanization"

<sup>1</sup> PETER ROBERTS, *The Problem of Americanization*. New York: Macmillan Co., 1920. Pp. ix+248.

<sup>2</sup> JOHN J. MAHONEY and OTHERS, "Training Teachers for Americanization." *Bureau of Education Bulletin No. 12, 1920*. Washington: Department of the Interior. Pp. 62.

is defined in terms of the virtues each alien should possess before he can be classified as a good citizen.

The book is written in an easy, flowing style. It brings at once an appreciation of the nature and importance of the Americanization problem, and an inspiration to press toward its solution. At the end of each chapter is an appropriate bibliography. It will be definitely helpful in the training of teachers and others engaged in Americanization work.

The bulletin from the Bureau of Education is more concrete in its bearing on the problem of training teachers for Americanization work, in that it outlines a course of study to be used for the purpose. It was designed particularly for normal schools and teachers' institutes. The course is divided into five parts with the general idea that if given as a whole it will cover approximately thirty hours of lectures and discussion and about twenty-four hours of observation and practice. It is given as a suggestive course to be adapted to special needs. The topics are appropriately chosen and cover a wide scope. Suitable bibliographies are given with each subject for discussion. There is an extensive bibliography dealing with racial backgrounds, etc. Besides other matters of interest, the bulletin contains a report of the Committee on Teacher Training for Americanization.

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*Library hints.*—It is now generally recognized that the school library must be regarded as a workshop quite as indispensable as any science laboratory and doubtless even more influential since conditioning the work of not one but many different departments. Yet a surprising percentage of even our larger schools still face the necessity of organizing and maintaining this all important adjunct without the full-time services of any specially trained librarian. In such cases the need is pressing for a handbook which presents, in the least possible compass but with great clearness and detail the best practical rules and the technical information needed for the development and administration of a library.

Such a handy reference guide is that<sup>x</sup> published by the H. W. Wilson Company. Out of an unusually wide experience in the supervision of school libraries in several states the author, Miss Martha Wilson, has "brought forth riches new and old." Without waste of words, often in outline form, she has condensed into her pages the most helpful detailed and concrete directions bearing upon all aspects of the management of libraries in grade and high schools. Scarcely a phase or problem on which the novice would require enlightenment but is definitely dealt with here, while among the multitude of highly specific practical suggestions there cannot fail to be some of novelty and profit to even the most experienced. The volume may be confidently relied upon to perform its definite service.

<sup>x</sup> MARTHA WILSON, *School Library Management*. New York: H. W. Wilson Co., 1920. Pp. 142.